World Environment Day Poster Competition - Australian Curriculum Connections Guide

General capabilities	Critical and Creative Thinking, Digital Literacy, Intercultural Understanding, Literacy, Personal and Social Capability.		
Cross-curriculum priorities	Sustainability	Systems	All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival (SS1).
			Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments (SS2).
			Social, economic and political systems influence the sustainability of Earth's systems (SS3).
		World Views	World views that recognise the interdependence of Earth's systems, and value diversity, equity and social justice, are essential for achieving sustainability (SW1).
			World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability (SW2).
		Design	Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems (SD1).
			Creative and innovative design is integral to the identification of new ways of sustainable living (SD2).
			Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts (SD3).
		Futures	Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future (SF1).

				Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change. (SF2)
Learning areas	**Prep**	HASS	Knowledge and understanding	The features of familiar places they belong to, why some places are special and how places can be looked after (AC9HSFK03).
			Skills	Pose questions about familiar objects, people, places and events (AC9HSFS01).
				Share a perspective on information, such as stories about significant events and special places (AC9HSFS03).
		Science	Science understanding	Observe external features of plants and animals and describe ways they can be grouped based on these features (AC9SFU01).
			Science as a human endeavour	Explore the ways people make and use observations and questions to learn about the natural world (AC9SFH01).
			Science inquiry	Pose questions and make predictions based on experiences (AC9SFI01).
				Engage in investigations safely and make observations using their senses (AC9SFI02).
				Represent observations in provided templates and identify patterns with guidance (AC9SFI03).
				Compare observations with predictions with guidance (AC9SFI04).
				Share questions, predictions, observations and ideas with others (AC9SFI05).
		Design and Technologies	Knowledge and understanding	Explore how familiar products, services and environments are designed by people (AC9TDEFK01).
			Processes and production skills	Generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose (AC9TDEFP01).
		Digital Technologies	Knowledge and understanding	Recognise and explore digital systems (hardware and software) for a purpose (AC9TDIFK01).
				Represent data as objects, pictures and symbols (AC9TDIFK02).

		Media Arts	Exploring and responding	Explore how and why the arts are important for people and communities (AC9AMAFE01).
			Developing practices and skills	Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AMAFD01).
			Creating and making	Create arts works that communicate ideas (AC9AMAFC01).
			Presenting and performing	Share their arts works with audiences (AC9AMAFP01).
		Visual Arts	Exploring and responding	Explore how and why the arts are important for people and communities (AC9AVAFE01).
			Developing practices and skills	Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AVAFD01).
			Creating and making	Create arts works that communicate ideas (AC9AVAFC01).
			Presenting and performing	Share their arts works with audiences (AC9AVAFP01).
		Mathematics	Space	Sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons (AC9MFSP01).
				Describe the position and location of themselves and objects in relation to other people and objects within a familiar space (AC9MFSP02).
		English	Language	Explore the contribution of images and words to meaning in stories and informative texts (AC9EFLA07).
			Literature	Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators (AC9EFLE01).
				Retell and adapt familiar literary texts through play, performance, images or writing (AC9EFLE05).
	Year 1	HASS	Knowledge and understanding	The natural, managed and constructed features of local places, and their location (AC9HS1K03).
				How places change and how they can be cared for by different groups including First Nations Australians (AC9HS1K04).

				Skills	Develop questions about objects, people, places and events in the past and present (AC9HS1S01).
					Collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models (AC9HS1S02).
					Interpret information and data from observations and provided sources, including the comparison of objects from the past and present (AC9HS1S03).
					Discuss perspectives related to objects, people, places and events (AC9HS1S04).
					Draw conclusions and make proposals (AC9HS1S05).
			Science	Science understanding	Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs (AC9S1U01).
					Describe daily and seasonal changes in the environment and explore how these changes affect everyday life (AC9S1U02).
				Science as a human endeavour	Describe how people use science in their daily lives, including using patterns to make scientific predictions (AC9S1H01).
				Science inquiry	Pose questions to explore observed simple patterns and relationships and make predictions based on experiences (AC9S1I01).
					Make and record observations, including informal measurements, using digital tools as appropriate (AC9S1I03).
					Write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary (AC9S1I06).
			Design and Technologies	Knowledge and understanding	Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability (AC9TDE2K01).
					Explore how plants and animals are grown for food, clothing and shelter (AC9TDE2K03).
				Processes and production skills	Generate and communicate design ideas through describing, drawing or modelling, including using digital tools (AC9TDE2P01).

					Evaluate the success of design ideas and solutions based on personal preferences and including sustainability (AC9TDE2P03).
		Digital Technologies	Knowledge and understanding		Identify and explore digital systems and their components for a purpose (AC9TDI2K01).
					Represent data as pictures, symbols, numbers and words (AC9TDI2K02).
			Processes and production skills		Discuss how existing digital systems satisfy identified needs for known users (AC9TDI2P03).
					Use the basic features of common digital tools to create, locate and communicate content (AC9TDI2P04).
					Use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults (AC9TDI2P05).
		Media Arts	Exploring and responding		Explore where, why and how people across cultures, communities and/or other contexts experience media arts (AC9AMA2E01).
			Developing practices and skills		Explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements (AC9AMA2D01).
			Creating and making		Use media languages and media technologies to construct representations (AC9AMA2C01).
			Presenting and performing		Share media arts works with audiences in informal settings (AC9AMA2P01).
		Visual Arts	Exploring and responding		Explore where, why and how people across cultures, communities and/or other contexts experience visual arts (AC9AVA2E01).
			Developing practices and skills		Experiment and play with visual conventions, visual arts processes and materials (AC9AVA2D01).
			Creating and making		Use visual conventions, visual arts processes and materials to create artworks (AC9AVA2C01).
			Presenting and performing		Share artworks and/or visual arts practice in informal settings (AC9AVA2P01).
		Mathematics	Space		Make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them (AC9M1SP01).

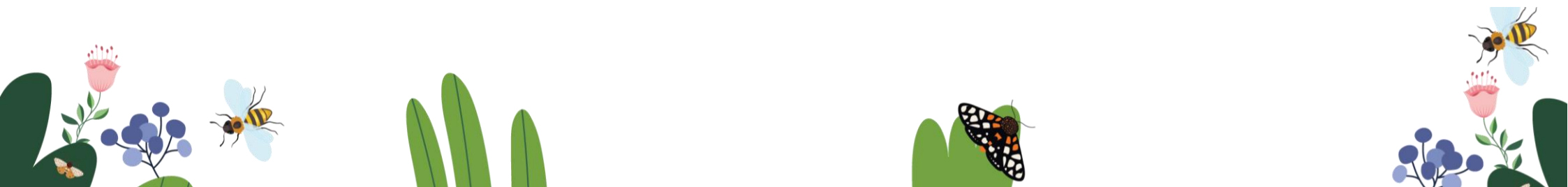|		English	Language	Compare how images in different types of texts contribute to meaning (AC9E1LA08).
			Literature	Discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators (AC9E1LE01).
	Year 2	HASS	Skills	Develop questions about objects, people, places and events in the past and present (AC9HS2S01).
				Discuss perspectives related to objects, people, places and events (AC9HS2S04).
				Draw conclusions and make proposals (AC9HS2S05).
				Develop narratives and share observations, using sources, and subject-specific terms (AC9HS2S06).
				Interpret information and data from observations and provided sources, including the comparison of objects from the past and present (AC9HS2S03).
		Science	Science inquiry	Make and record observations, including informal measurements, using digital tools as appropriate (AC9S2I03).
				Write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary (AC9S2I06).
		Design and Technologies	Knowledge and understanding	Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability (AC9TDE2K01).
				Explore how plants and animals are grown for food, clothing and shelter (AC9TDE2K03).
			Processes and production skills	Generate and communicate design ideas through describing, drawing or modelling, including using digital tools (AC9TDE2P01).
				Evaluate the success of design ideas and solutions based on personal preferences and including sustainability (AC9TDE2P03).
		Digital Technologies	Knowledge and understanding	Identify and explore digital systems and their components for a purpose (AC9TDI2K01).
				Represent data as pictures, symbols, numbers and words (AC9TDI2K02).

			Processes and production skills	Discuss how existing digital systems satisfy identified needs for known users (AC9TDI2P03).
				Use the basic features of common digital tools to create, locate and communicate content (AC9TDI2P04).
				Use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults (AC9TDI2P05).
		Media Arts	Exploring and responding	Explore where, why and how people across cultures, communities and/or other contexts experience media arts (AC9AMA2E01).
			Developing practices and skills	Explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements (AC9AMA2D01).
			Creating and making	Use media languages and media technologies to construct representations (AC9AMA2C01).
			Presenting and performing	Share media arts works with audiences in informal settings (AC9AMA2P01).
		Visual Arts	Exploring and responding	Explore where, why and how people across cultures, communities and/or other contexts experience visual arts (AC9AVA2E01).
			Developing practices and skills	Experiment and play with visual conventions, visual arts processes and materials (AC9AVA2D01).
			Creating and making	Use visual conventions, visual arts processes and materials to create artworks (AC9AVA2C01).
			Presenting and performing	Share artworks and/or visual arts practice in informal settings (AC9AVA2P01).
		English	Language	Understand that images add to or multiply the meanings of a text (AC9E2LA08).
			Literature	Discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators (AC9E2LE01).
				Create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools (AC9E2LE05).

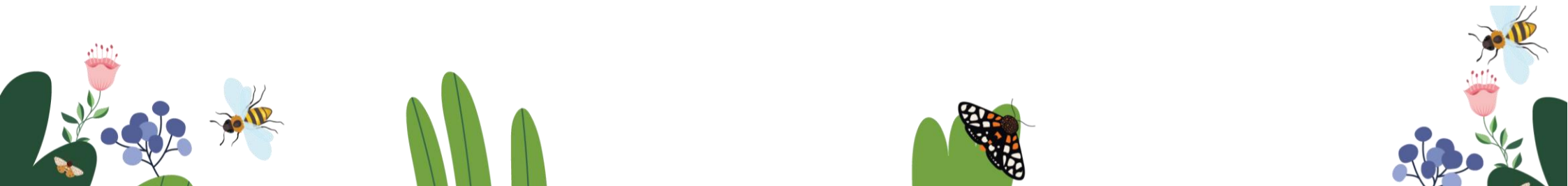|	**Year 3**	HASS	Knowledge and understanding	Causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes (AC9HS3K01).
				The similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features (AC9HS3K05).
				Why people participate within communities and how students can actively participate and contribute to communities (AC9HS3K07).
			Skills	Develop questions to guide investigations about people, events, places and issues (AC9HS3S01).
				Analyse information and data, and identify perspectives (AC9HS3S04).
				Draw conclusions based on analysis of information (AC9HS3S05).
				Propose actions or responses to an issue or challenge that consider possible effects of actions (AC9HS3S06).
		Science	Science understanding	Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals (AC9S3U01).
			Science as a human endeavour	Examine how people use data to develop scientific explanations (AC9S3H01).
				Consider how people use scientific explanations to meet a need or solve a problem (AC9S3H02).
			Science inquiry	Pose questions to explore observed patterns and relationships and make predictions based on observations (AC9S3I01).
				Follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate (AC9S3I03).
				Construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns (AC9S3I04).
				Write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate (AC9S3I06).

			Design and Technologies	Knowledge and understanding	Examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs (AC9TDE4K01).
				Processes and production skills	Explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions (AC9TDE4P01).
					Use given or co-developed design criteria including sustainability to evaluate design ideas and solutions (AC9TDE4P04).
					Sequence steps to individually and collaboratively make designed solutions (AC9TDE4P05).
			Digital Technologies	Knowledge and understanding	Explore and describe a range of digital systems and their peripherals for a variety of purposes (AC9TDI4K01).
				Processes and production skills	Generate, communicate and compare designs (AC9TDI4P03).
					Discuss how existing and student solutions satisfy the design criteria and user stories (AC9TDI4P05).
					Use the core features of common digital tools to create, locate and communicate content, following agreed conventions (AC9TDI4P06).
					Use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults (AC9TDI4P07).
			Media Arts	Exploring and responding	Explore where, why and how media arts is created and/or distributed across cultures, times, places and/or other contexts (AC9AMA4E01).
				Developing practices and skills	Develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or interactive elements (AC9AMA4D01).
				Creating and making	Use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning (AC9AMA4C01).
				Presenting and performing	Share media arts works in informal settings considering responsible media practice (AC9AMA4P01).
			Visual Arts	Exploring and responding	Explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts (AC9AVA4E01).

			Developing practices and skills	Experiment with a range of ways to use visual conventions, visual arts processes and materials (AC9AVA4D01).
			Creating and making	Use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning (AC9AVA4C01).
			Presenting and performing	Share and/or display artworks and/or visual arts practice in informal settings (AC9AVA4P01).
		English	Language	Identify how images extend the meaning of a text (AC9E3LA09).
			Literature	Discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators (AC9E3LE01).
				Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative (AC9E3LE03).
	Year 4	HASS	Knowledge and understanding	The importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent (AC9HS4K05).
				The roles of local government and how members of the community use and contribute to local services (AC9HS4K08).
			Skills	Develop questions to guide investigations about people, events, places and issues (AC9HS4S01).
				Locate, collect and record information and data from a range of sources, including annotated timelines and maps (AC9HS4S02).
				Interpret information and data displayed in different formats (AC9HS4S03).
				Draw conclusions based on analysis of information (AC9HS4S05).
				Propose actions or responses to an issue or challenge that consider possible effects of actions (AC9HS4S06).

				Present descriptions and explanations, using ideas from sources and relevant subject-specific terms (AC9HS4S07).
		Science	Science understanding	Explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships (AC9S4U01).
			Science as a human endeavour	Examine how people use data to develop scientific explanations (AC9S4H01).
				Consider how people use scientific explanations to meet a need or solve a problem (AC9S4H02).
			Science inquiry	Pose questions to explore observed patterns and relationships and make predictions based on observations (AC9S4I01).
				Follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate (AC9S4I03).
				Write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate (AC9S4I06).
		Design and Technologies	Knowledge and understanding	Examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs (AC9TDE4K01).
			Processes and production skills	Explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions (AC9TDE4P01).
				Use given or co-developed design criteria including sustainability to evaluate design ideas and solutions (AC9TDE4P04).
				Sequence steps to individually and collaboratively make designed solutions (AC9TDE4P05).
		Digital Technologies	Knowledge and understanding	Explore and describe a range of digital systems and their peripherals for a variety of purposes (AC9TDI4K01).
			Processes and production skills	Generate, communicate and compare designs (AC9TDI4P03).
				Discuss how existing and student solutions satisfy the design criteria and user stories (AC9TDI4P05).

				Use the core features of common digital tools to create, locate and communicate content, following agreed conventions (AC9TDI4P06).
				Use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults (AC9TDI4P07).
		Media Arts	Exploring and responding	Explore where, why and how media arts is created and/or distributed across cultures, times, places and/or other contexts (AC9AMA4E01).
			Developing practices and skills	Develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or interactive elements (AC9AMA4D01).
			Creating and making	Use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning (AC9AMA4C01).
			Presenting and performing	Share media arts works in informal settings considering responsible media practice (AC9AMA4P01).
		Visual Arts	Exploring and responding	Explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts (AC9AVA4E01).
			Developing practices and skills	Experiment with a range of ways to use visual conventions, visual arts processes and materials (AC9AVA4D01).
			Creating and making	Use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning (AC9AVA4C01).
			Presenting and performing	Share and/or display artworks and/or visual arts practice in informal settings (AC9AVA4P01).
		Mathematics	Space	Represent and approximate composite shapes and objects in the environment, using combinations of familiar shapes and objects (AC9M4SP01).
				Recognise line and rotational symmetry of shapes and create symmetrical patterns and pictures, using dynamic geometric software where appropriate (AC9M4SP03).
		English	Language	Explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts (AC9E4LA10).

			Literature	Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions (AC9E4LE03).
	Year 5	HASS	Knowledge and understanding	The impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment (AC9HS5K02).
				How citizens (members of communities) with shared beliefs and values work together to achieve a civic goal (AC9HS5K07).
			Skills	Develop questions to investigate people, events, developments, places and systems (AC9HS5S01).
				Locate, collect and organise information and data from primary and secondary sources in a range of formats (AC9HS5S02).
				Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships (AC9HS5S03).
				Develop evidence-based conclusions (AC9HS5S05).
				Propose actions or responses to issues or challenges and use criteria to assess the possible effects (AC9HS5S06).
		Science	Science understanding	Examine how particular structural features and behaviours of living things enable their survival in specific habitats (AC9S5U01).
			Science as a human endeavour	Examine why advances in science are often the result of collaboration or build on the work of others (AC9S5H01).
				Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions (AC9S5H02).
			Science inquiry	Pose investigable questions to identify patterns and test relationships and make reasoned predictions (AC9S5I01).

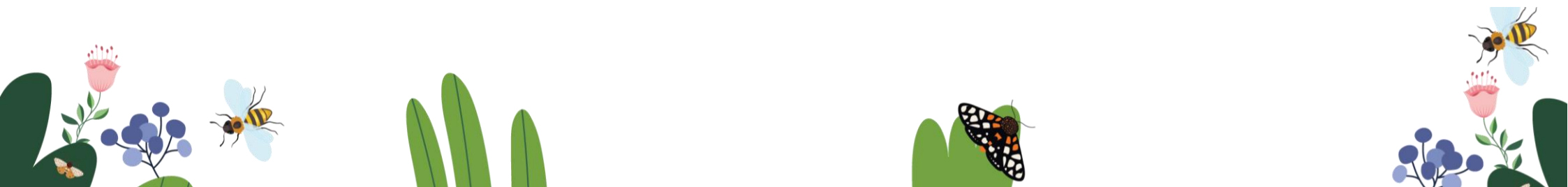|				Construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships (AC9S5I04).
				Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate (AC9S5I06).
		Design and Technologies	Knowledge and understanding	Explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments (AC9TDE6K01).
				Explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions (AC9TDE6K05).
			Processes and production skills	Investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions (AC9TDE6P01).
				Generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools (AC9TDE6P02).
				Negotiate design criteria including sustainability to evaluate design ideas, processes and solutions (AC9TDE6P04).
				Develop project plans that include consideration of resources to individually and collaboratively make designed solutions (AC9TDE6P05).
		Digital Technologies	Processes and production skills	Define problems with given or co-developed design criteria and by creating user stories (AC9TDI6P01).
				Generate, modify, communicate and evaluate designs (AC9TDI6P04).
				Evaluate existing and student solutions against the design criteria and user stories and their broader community impact (AC9TDI6P06).
				Select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions (AC9TDI6P07).
				Select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours (AC9TDI6P08).

		Media Arts	Exploring and responding	Explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts (AC9AMA6E01).
			Developing practices and skills	Develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies (AC9AMA6D01).
			Creating and making	Use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences (AC9AMA6C01).
			Presenting and performing	Present media arts works in informal and/or formal settings using responsible media practice (AC9AMA6P01).
		Visual Arts	Exploring and responding	Explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts (AC9AVA6E01).
			Developing practices and skills	Experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials (AC9AVA6D01).
			Creating and making	Use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning (AC9AVA6C01).
			Presenting and performing	Select and present documentation of visual arts practice, and display artworks in informal and/or formal settings (AC9AVA6P01).
		Mathematics	Space	Describe and perform translations, reflections and rotations of shapes, using dynamic geometric software where appropriate; recognise what changes and what remains the same, and identify any symmetries (AC9M5SP03).
		English	Language	Explain how the sequence of images in print, digital and film texts has an effect on meaning (AC9E5LA07).
	Year 6	HASS	Knowledge and understanding	Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices (AC9HS6K08).

				Skills	Develop questions to investigate people, events, developments, places and systems (AC9HS6S01).
					Locate, collect and organise information and data from primary and secondary sources in a range of formats (AC9HS6S02).
					Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships (AC9HS6S03).
					Evaluate primary and secondary sources to determine origin, purpose and perspectives (AC9HS6S04).
					Propose actions or responses to issues or challenges and use criteria to assess the possible effects (AC9HS6S06).
					Present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions (AC9HS6S07).
			Science	Science understanding	Investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions (AC9S6U01).
				Science as a human endeavour	Examine why advances in science are often the result of collaboration or build on the work of others (AC9S6H01).
					Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions (AC9S6H02).
				Science inquiry	Pose investigable questions to identify patterns and test relationships and make reasoned predictions (AC9S6I01).
					Construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships (AC9S6I04).
					Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate (AC9S6I06).
			Design and Technologies	Knowledge and understanding	Explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments (AC9TDE6K01).

					Explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions (AC9TDE6K05).
				Processes and production skills	Investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions (AC9TDE6P01).
					Generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools (AC9TDE6P02).
					Negotiate design criteria including sustainability to evaluate design ideas, processes and solutions (AC9TDE6P04).
					Develop project plans that include consideration of resources to individually and collaboratively make designed solutions (AC9TDE6P05).
			Digital Technologies	Processes and production skills	Define problems with given or co-developed design criteria and by creating user stories (AC9TDI6P01).
					Generate, modify, communicate and evaluate designs (AC9TDI6P04).
					Evaluate existing and student solutions against the design criteria and user stories and their broader community impact (AC9TDI6P06).
					Select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions (AC9TDI6P07).
					Select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours (AC9TDI6P08).
			Media Arts	Exploring and responding	Explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts (AC9AMA6E01).
				Developing practices and skills	Develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies (AC9AMA6D01).
				Creating and making	Use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences (AC9AMA6C01).

			Presenting and performing	Present media arts works in informal and/or formal settings using responsible media practice (AC9AMA6P01).
		Visual Arts	Exploring and responding	Explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts (AC9AVA6E01).
			Developing practices and skills	Experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials (AC9AVA6D01).
			Creating and making	Use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning (AC9AVA6C01).
			Presenting and performing	Select and present documentation of visual arts practice, and display artworks in informal and/or formal settings (AC9AVA6P01).
		Mathematics	Space	Recognise and use combinations of transformations to create tessellations and other geometric patterns, using dynamic geometric software where appropriate (AC9M6SP03).
		English	Language	Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning (AC9E6LA07).
			Literature	Explain the way authors use sound and imagery to create meaning and effect in poetry (AC9E6LE04).

Curriculum note: The links provided in this document are based on version 9 of the Australian Curriculum. Further information is available at v9.australiancurriculum.edu.au.

Teacher's note: For the annual World Environment Day Poster Competition, Council selects a specific competition theme each year that is drawn from one of the following broad environmental themes: biodiversity; ecosystem health and services, waterways and catchments (including litter); climate change; sustainable agriculture (including forestry and fisheries, and food wastage); and litter and waste management (reduce, reuse, recycle). The codes and content descriptions provided in the table above are considered to be precursors to the development of the poster. This enables the integration of existing teaching and learning, culminating in the development of a poster to demonstrate student knowledge and understanding.